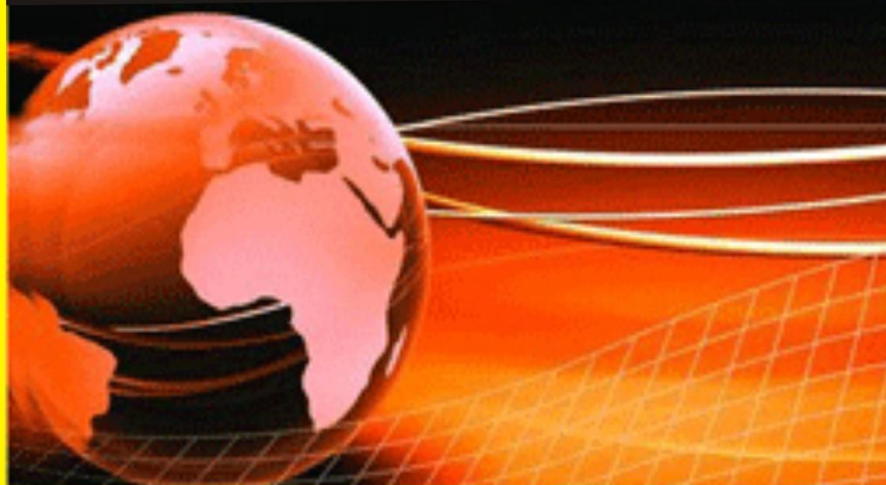


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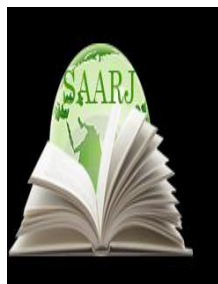
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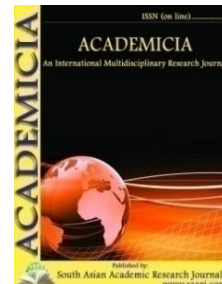
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MANAGING CONGESTED LOCAL AREA NETWORK (LAN) ENVIRONMENT WITH INTELLIGENT SWITCH USING SEMI- SUPERVISED LEARNING (SSL) METHOD

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ABSTRACT

In artificial intelligence (AI), most of the application domain have the deficiency of not having their data labeled. Even some that are defined are not suitable for semi-supervised learning method. Although, unlabeled data are cheaply available in the public domain, it is not often used in artificial intelligence applications. Labeled data ensures that the AI support-application have clear algorithms for implementation. To get labeled instances, it is very difficult because experienced domain experts are required to label the unlabeled data patterns. Semi-supervised learning method addresses this problem and act as a middle-man between supervised and unsupervised learning. It is therefore an improved self-learning algorithm for AI implementations. This work addresses few techniques of enhanced semi-supervised learning (SSL) such as self-training and co-training. A new algorithm was developed that uses two approaches in a congested network environment that is being managed with an intelligent

switch. The trained switch can control number of users on the network for effective data communication without interference and packet loss. This work could be beneficial to network managers, schools with large network infrastructures, to banks, to governments and to any other organization that deals or handles any topology of networks.

KEYWORDS: *Semi-Supervised Learning, Co-Training, Self-Training, Network Broadcast, Labelled Data, Unlabeled Data.*

INTRODUCTION

Every machine learning algorithm in AI technology needs data to learn from. There exist presently oodles of data in our world, which includes texts, images, time-series, and more. But of important to consider is that only a small fraction of the data is actually labeled, whether algorithmically or by hand. Most of the time, we need labeled data to do supervised machine learning. Maxime Allard, (2017). In this work, semi-supervised method was used to develop an algorithm for managing broadcast in a congested local area network (LAN), with a specified network path for all connected users. Another category of algorithms called unsupervised algorithms don't need labels but can learn from unlabeled data. Unsupervised learning often works well to discover new patterns in a dataset and to cluster the data into several categories based on several features.

Practically, local area networks are network models that require the proper definition and classification of network route and paths especially when an internet protocol address is configured to manage over 100 computers connected to operate in the same network. Today, network professionals use both managed and unmanaged switch to implement networks no matter the model. A semi-supervised algorithm will ensure that trained network infrastructures are implemented to manage congestion in broadcast by using classified algorithm or labeled data. For instance, suppose you want to train a switch to classify network routes but you want to give your algorithm a hint about how to construct the categories. This will require labeling the unlabeled data so that the switch can control the users on its specified route for effective data communication. Thankfully, there is a class of algorithms called semi-supervised algorithms, which are able to learn from partially labeled data sets.

Problem Statement

There are several methods of managing local area network to avoid congestion during data transmission. Some of these methods include categorizing the packet data into smaller bits, refinement scrutinize movement of data to ensure that the needed packet data is sent transmitted, ensuring quality of service in terms of network infrastructures minimization of clogging etc. However, congestion is still occurring especially when broadcasting protocol is developed and added as part of the network topology. Therefore development of a new algorithm is needed to handle the reoccurrence of congestion in network paths. The algorithm that was developed will make our switch become intelligent and is able to manage heavy traffic in the transmission protocol and also ensure that every connected user is able to transmit data effective with loss.

Related Works

In our modern era, the implementation of AI (artificial intelligence) has created various opportunities for labeling unlabeled data. Unlabeled data created the development of dumb or unmanaged switch in the field of networking. Data communication is essential and must be transmitted without error. Congestion in networking causes transmission error when a packet is sent from one destination to another. Data communication in x and y axis of various protocols can be lost because of no proper definition of communication routes. There will be free flow of data transmission in a network without congestion when there is properly labelled data of the supervised learning process.

There has been significantly various efforts in resolving issues related to congestion in a computer network. B. Eswara Reddy et al, (2018) presented that semi-supervised machine learning is a combination of supervised and unsupervised machine learning methods. With more common supervised machine learning methods, you train a machine learning algorithm on a “tagged” facts group in which each record includes the outcome information. Semi-supervised learning (SSL) is more recent when set side-by-side with the supervised plus unsupervised learning. Supervised learning is to learn from the group of given samples, where individual exemplifications are made-up of the challenge instance alongside with its tag (normally issued by expatriates in the area of specialization). For instance, in categorization difficulty, the information content to be categorized is portrayed as a characteristic vector plus the grade is given as a classifier tag. The sample group, which is furthermore considered as the training group or the tagged group, is used to create the classifier which will be utilized to categorize any modern given facts instance. In superintended training, we lack a tagged group, but, we are presented with untagged facts. The main responsibility of superintended training is to discover the construct present in the facts group, like the clumping construct. Sequel to B. Eswara et al suggestions, superintended training is harder when set side-by-side with superintended training, since we lack the standing truth to analyze the findings. In many of the reality application jurisdictions eg image operation and text operation where there is a plethora supply of untagged facts, which demands human expertise to tag the untagged facts, is an expensive task. Pseudo-superintended training lies in within superintended plus unsuperintended training, where combinations of tagged and untagged facts are provided and they become a profound role in newer studies.

Jason Weston et al (2010), presented that the lapse for enhancing the general capability of neural grids is by using untagged pairs of samples for pseudo-generality training. The area of pseudo-superintended training has point of improvement abstractions on superintended tasks utilizing untagged facts. One of the schemes they use is the designated embedding of indication into a smaller dimensional vacancy (or the related task of co-joining) which are unsuperintended dimensionality truncation methods that have been intensely unique in its perspective. E.g., scholars have utilized nonlinear embedding or categorize representations as characteristics for a superintended level field with enhanced products. Several of those projected designs are empty, hence we insinuate the unsuperintended dimensionality abridgement algorithm is trained on untagged facts separately as a first step, and then its results are fed to a superintended levelified which has an empty architecture such as a (kernelized) equalize model.

Parvin and Fujii (2011) and Shah et al. (2013) presented scale-aware routing answers to in a network QoS requirements. In their algorithms, the most appropriate direction is chosen to depreciate end-to-end holdups, however the effect of unforeseen link disappointments on QoS and communication discharge is not considered. (Yu et al., 2010).

Barvin and Fuji Bayesian (2016) suggested a refinement movement to scrutinize the volume of open resources, and spasm, the most dependable direction which possesses the biggest amount of accessible channels is chosen. Badly, this routing intention is unrealistic due to a massive quantity of tagged facts that are utilized to tutor their training algorithm, is hard to acquire in Classical Reception Studies Network (CRSN).

ZilongJin et al (2014), presented a Cognitive Radio Sensor Networks (CRSNs), the cognitive radio technology empowers sensor nodes to entertain accepted bands in an exploitative way plus it provides merits in ways of spectrum petition and system throughput. They in coalition are seen as energy efficient, context-awareness, and optimal path configuration to advance inter-relation effectiveness.

In controlling clogging, Raouf B.et al (2018), presented that the most appropriate technique in limiting clogging in a grid is the execution of queue administration and there has been several advancements in clogging minimization mechanisms for the Internet and evolutionary grid developments, such Delay-Tolerant Networks (DTN) and Named Facts Networking (NDN). Despite these inputs, there are several flaws in areas like packet loss categorization, Congestion Window (CWND) update, and congestion inference, facts loose and quality of the transmitted facts is usually poor.

In all of the above literatures that has been reviewed, none was able to engage an intelligent router to manage broadcast in a network where there is a congestion because of number of connected terminals or computers in a local area network. In the performance evaluation of this work, an algorithm was developed for a semi-supervised learning that can support intelligent routing communication protocol when a network is congested.

DISCUSSIONS AND RESULTS

Self-Training of the Semi-supervised

Learning

Self-training of the semi-supervised learning is in fact the learning method mostly used by infants. When we are born, we don't know how the world works: we don't distinguish gravity, we don't understand depth, or much less do we recognize human expressions. The human brain absorbs data mostly in an unsupervised or semi-supervised manner using self-training technique.



Figure 4.1 Babies learn orientation unconsciously from a very early age. This can be considered 'semi-supervised learning'. Source: Towards Data Science-(Accessed: 28, August, 2019-<https://towardsdatascience.com>)

As presented in figure 1.2, children adopt a method of learning called semi-supervised learning in our world after they are born. This assimilates to how babies learn to see the world through experience. For example, through time babies get used to how objects stand and how mountains lie below the sky. As it turns out, even this simple task of image rotation allows the network to learn features that are relevant for supervised tasks.

Co-Training of the Semi-supervised Approach

This is the method of presenting similar datasets for comparison. The data is compared for better modeling of the machine learning process. Blum and Mitchell suggest that the data should be viewed side-by-side and same dataset will be used for model development of the framework. They also presented a fact that co-training is a pseudo-supervised training strategy that needs two perspectives of the facts. It presumes that each sample is portrayed utilizing two different attribute groups that present varying, complementary details about the happenings. Normally, the two perspectives are conditionally unreliable (i.e., the two characteristic groups of the individual instance are conditionally unreliable due to their level) and each perspective is enough (i.e., the level of an instance can be adequately predicted from each perspective alone). Co-training first learns a separate classifier for each forecasted using any tagged samples. The most assured forecast of each classifier on the untagged facts are then utilized to iteratively construct additional tagged training facts (Blum, A et al, 1980).

The natural co-training paper described tests utilizing co-training to classifier web pages into "scholar subjects' home page" or not; the classifier correctly categorized 95% of 788 web pages with only 12 tagged web pages as samples. The paper has been cited over 1000 times, and received the 10 years Best Paper Award at the 25th Nationwide Convention on Machine Learning (ICML 2008).

Kroger and Scheffer (2004) displayed that co-training is just handy if the finding groups utilized in categorization are avert. Co-training will be effective if one of the classifiers adequately tags a piece of facts that the other classifier previously mislabeled. If the two classifiers agree on all the untagged facts, i.e. they are not independent, tagging the facts does not classifiers recent information. When they applied co-training to difficulties in responsibility, co-training worsened the results as the dependence of the classifier was greater than 60%.

Application of Co-Training

Co-training has been utilized to classify web pages utilizing the messages on the page as one perspective and the anchor text of hyperlinks on other pages that point to the page as the other perspective. Matchless stock, the text in a hyperlink on one page will provide details on the page it connects to. Co-training will function on "untagged" message that has not already been classified or tagged, which is typical for the message appearing on web pages and in mails. According to Tom Mitchell, "The features that describe a page are the words on the page and the links that point to that page. The co-training models utilize both classifiers to determine the likelihood that a page will contain data relevant to the search criteria." Messages on sites will

verify the importance of link classifiers, hence the term "co-training". Mitchell says that other inquisitive algorithms are 86% correct, meanwhile co-training is 96% correct.

Co-training was utilized on flipdog.com, a job finding website, and by the U.S. Department of Labor, for a directory of consolidatory and far schooling. It is been utilized in several other areas, including analytical parsing and visual detection.

Architecture of the Existing System

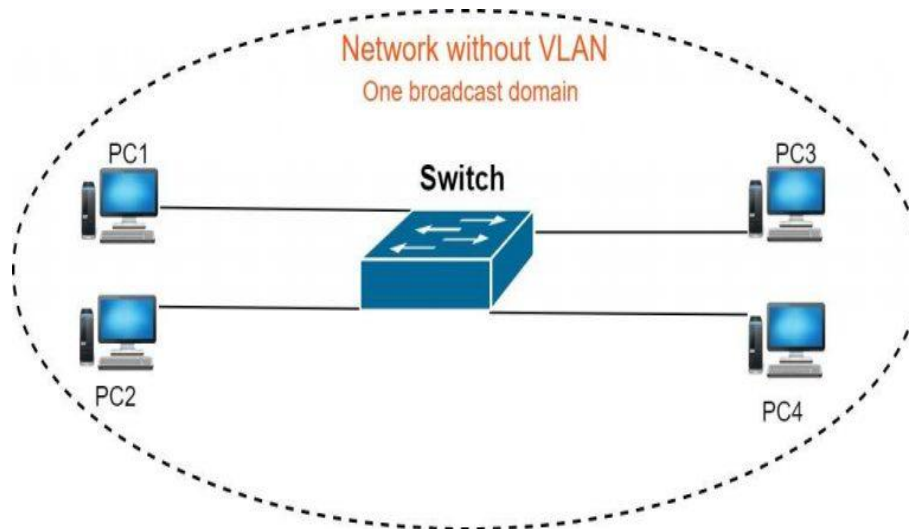


Fig 4.4: Architecture of the Existing System

Existing System

The existing system adopted several methods of managing local area network to avoid congestion during data transmission. Some of this methods as discussed in this work includes categorizing the packet data into smaller bits, refinement scrutinize movement of data to ensure that the needed packet data is sent transmitted, ensuring quality of service in terms of network infrastructures minimization of clogging etc. However, congestion is still occurring especially when broadcasting protocol is developed and added as part of the network topology. As found in fig 4.4, every user is connected to the switch. Transmitting data in a routing protocol such as delay causes delay and this could result in inconsistency of packet data. To avoid error and delay in data transmission, a managed switch should be used because it accepts well defined algorithm and labelled data for the semi-supervised machine learning.

Performance Evaluation

To manage a local area network without conflict or congestion in network path, requires the process of engaging a trained intelligent switch that is able to manage broadcast in congested local area network environment. Grating broadcasts can generate a massive quantity of gridlock on any corporations' grid. When a gadget transmits a broadcast, that broadcast gets to other gadgets via the subnet or VLAN. In other to make a network more efficient, Cisco Catalyst broadcast called storm control was utilized. Broadcasts are a normal specification of the TCP/IP suite of applications. A broadcast is a parcel transmitted to all hosts or all hosts on a subnet. A packet sent to all hosts has a destination IP address of 255.255.255.255. A packet sent to all hosts on a subnet is a *directed broadcast*, and it goes to a specific destination, for example 10.1.1.255.

Few appropriate procedures like Address Resolution Protocol (ARP) and Dynamic Host Configuration Protocol (DHCP) use broadcasts, so they are not what one will overlook in our grid.

It is pertinent to cover our corporations LAN from broadcast storms, which can engender grid traffic if they become intense. With the Cisco IOS, one can readily preserve his grid by linking a single command on each switch interface. You can construct storm regulator on most Cisco Catalyst platforms. (On older platforms, Cisco calls it *broadcast suppression*.) The Cisco IOS disables broadcast suppression by default. Storm regulator regulates how the accepting port manages the broadcast. One can construct a zenith to reduce broadcasts for a particular time or until the broadcast flow subsides.

By design, the control reduces the broadcast packets. Also, one can put off the port or transmit a SNMP trap to your administrative base.

Here's how to configure storm regulator on a Catalyst 2950 switch:

Switch(config)# int fa0/19

Switch(config-if)# storm-control broadcast level 50

Switch(config-if)# storm-control action trap

The first input storm-control broadcast is the only mandated input. The storm-regulator action trap input is discretionary, as is putting off the inlet that needs the storm-regulator action shutdown input.

This sample is unconnected to normal unicast or multicast traffic. Although, one can construct storm regulator for unicast plus multicast grid by replacing *unicast* or *multicast* for *broadcast* in the input. When one is done configuring storm regulator, one can then *show storm-regulator broadcast* input. Here is a sample of the output:

Switch# show storm-control broadcast

Interface Filter State Trap State Upper Lower Current Traps Sent:

Fa0/1	inactive	inactive	100.00%	100.00%	N/A	0
Fa0/2	inactive	inactive	100.00%	100.00%	N/A	0
Fa0/3	inactive	inactive	100.00%	100.00%	N/A	0
Fa0/4	inactive	inactive	100.00%	100.00%	N/A	0
Fa0/5	inactive	inactive	100.00%	100.00%	N/A	0
Fa0/6	inactive	inactive	100.00%	100.00%	N/A	0
Fa0/7	inactive	inactive	100.00%	100.00%	N/A	0
Fa0/8	inactive	inactive	100.00%	100.00%	N/A	0
Fa0/9	inactive	inactive	100.00%	100.00%	N/A	0
Fa0/10	inactive	inactive	100.00%	100.00%	N/A	0
Fa0/11	inactive	inactive	100.00%	100.00%	N/A	0

Fa0/12	inactive	inactive	100.00%	100.00%	N/A	0
Fa0/13	inactive	inactive	100.00%	100.00%	N/A	0
Fa0/14	inactive	inactive	100.00%	100.00%	N/A	0
Fa0/15	inactive	inactive	100.00%	100.00%	N/A	0
Fa0/16	inactive	inactive	100.00%	100.00%	N/A	0
Fa0/17	inactive	inactive	100.00%	100.00%	N/A	0
Fa0/18	inactive	inactive	100.00%	100.00%	N/A	0
Fa0/19	Forwarding Below rising		50.00%	50.00%	0.00%	0
Fa0/20	inactive	inactive	100.00%	100.00%	N/A	0
Fa0/21	inactive	inactive	100.00%	100.00%	N/A	0
Fa0/22	inactive	inactive	100.00%	100.00%	N/A	0
Fa0/23	inactive	inactive	100.00%	100.00%	N/A	0
Fa0/24	inactive	inactive	100.00%	100.00%	N/A	0

Switch#

Source: David Davis (2007): Managing Network Broadcast on Cisco Switches using storm control

Proposed System

The proposed system was configured and tested using Class C Standard Network to Manage Congestion in Local Area Network. If this algorithm is properly configured in the managed switch programme control, 512 users can be connected without congestion.

No. of host: $2^n - 2$

No. of Network: 2^n

Sub Net Mask: 255.255.255.255

11111111.11111111.11111111.11111111

(Binary bits- All the network bits are on as indicated by 1)

11111111.11111111.11111110.00000000

We switched off 9bits.

So following the formula. No of Network = $2^n = 2^9 = 512$. We have available 300 channels in our Virtual Local Area Network (VLAN) and available 212 ready for connection (i.e $512 - 300 = 212$).

Our Subnet mask becomes 255.255.254.0/23 (standard)

Architecture of the Proposed System

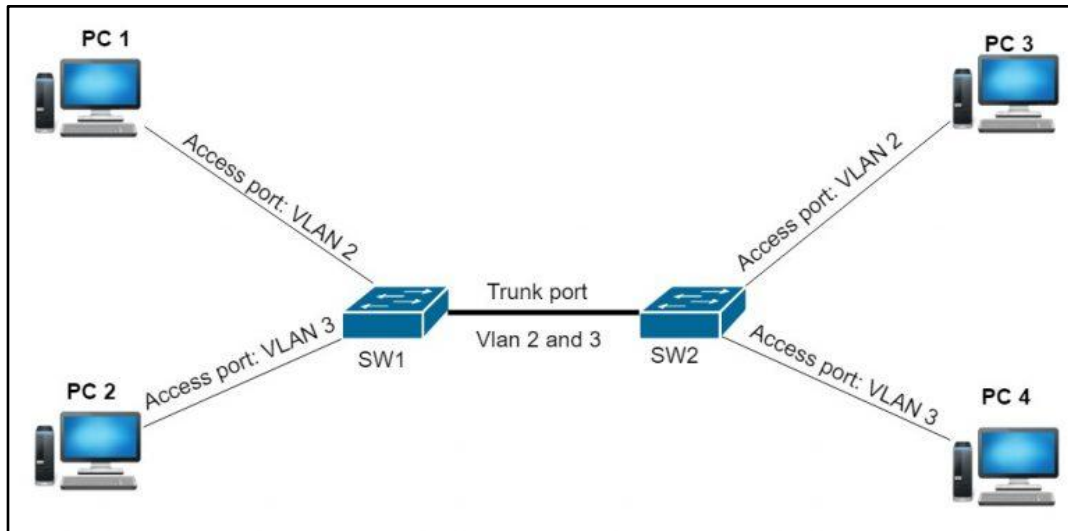


Fig 5.1 Architecture of the proposed system

Our network Address is 192.168.0.0

192.168.0.1

192.168.0.2

192.168.0.3

192.168.0.4

192.169.0.5

192.168.1.255 (broadcast address) Wildcard address: 0.0.1.255

CONCLUSION

Semi-supervised learning is machine learning methodology in AI field of study. The data used in this work are labeled data which ensures that the AI support-application have clear algorithms for operation and management. To get labeled instances, it is very difficult because experienced domain experts are required to label the unlabeled data patterns. Semi-supervised learning is therefore an improved self-learning algorithm for AI implementations. In this work, we addressed few techniques of enhanced semi-supervised learning (SSL) such as self-training and co-training. We configured the two approached in a congested network environment that is being managed with an intelligent switch. The performance evaluation in this work shows that a semi-supervised learning algorithm for intelligent routing communication protocol when a network is congested can enhance the ability of a switch to become intelligent and manage routing protocols and ensure efficient broadcasting in local area network (LAN) when properly configured with virtual local area network (VLAN).

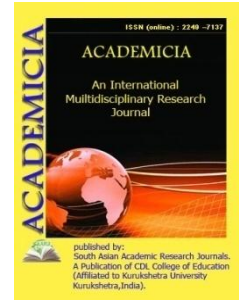
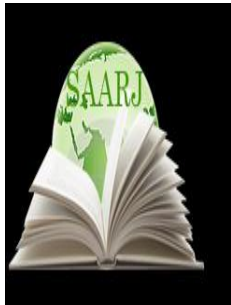
Our Contribution

We developed of a new algorithm that can handle the reoccurrence of congestion in network paths. The algorithm that was developed will make our switch become intelligent and is able to manage heavy traffic in the transmission protocol and also ensure that every connected user is

able to transmit data effective with loss. Because network switches have the default setting of ensuring that they carry the data packet sent across them, most time the capacity of the data being transmitted may outweigh the capacity of the infrastructures in place. The algorithm we developed was implemented in a managed switch. It was able to handle network traffic of over 400 connected users successfully. The switch maintain the expected speed and efficiency during the transmission.

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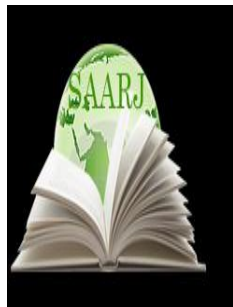
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DIRECTIONS OF INTRODUCTION OF “BENCHMARKING” SYSTEM IN EVALUATION OF EFFICIENCY OF MANAGEMENT ACCOUNTING SYSTEM IN THE ENTERPRISE

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ABSTRACT

The article discusses the most important factors for ensuring the competitiveness of enterprises in the market, the creation of effective tools for effective management accounting and control and internal audit of the enterprise management accounting system. In this regard, it is important to evaluate the effectiveness of the management accounting system. As we have already mentioned, evaluation of the management accounting system is carried out through the internal audit service of the enterprise. A comprehensive comparison of the financial and economic performance of an enterprise is called "benchmarking." This is a relatively new concept not only for practitioners, but also for theorists, who are financially and managerial. This notion is derived from mining. When designing a synthetic model, a general type of product is considered, which cannot be further divided into groups, for example: one type of product with certain quality parameters. Because if any aspect falls within the scope of the audit, it will not allow for a holistic view of the financial position of the enterprise, making effective decisions difficult. It should be noted that at present, significant management methods have been developed for the aforementioned management audits, including the personnel management audit methodology. One of the most important factors in ensuring the competitiveness of enterprises in the market is undoubtedly an effective management accounting system. An effective audit control system is an internal audit of the enterprise's management accounting system.

KEYWORDS: Benchmarking, Management Accounting, Enterprise Management, Management Technology, Product, Price, Efficiency.

INTRODUCTION

One of the most important factors in ensuring the competitiveness of enterprises in the market is undoubtedly an effective management accounting system. An effective audit control system is an internal audit of the enterprise's management accounting system.

Under these conditions, the management accounting system is the only factor in the survival and subsequent targeted development of the enterprise. In this regard, it is important to evaluate the effectiveness of the management accounting system. As we have already mentioned, evaluation of the management accounting system is carried out through the internal audit service of the enterprise.

Internal audit of the management accounting system consists of comprehensive control measures aimed at checking the efficiency of the management accounting system and is carried out by the internal audit service and other economic entities. The purpose of such control is to assess the effectiveness of management accounting systems and other controls, in addressing the issues they face and in carrying out the functions entrusted to them.

One of the most important issues in evaluating the effectiveness of management accounting systems in the enterprise is: "Is the management accounting system adequate or not sufficient for the external environment in which the enterprise operates?"

For the most comprehensive and positive solution of this important issue it is necessary to do "benchmarking" within the management accounting system.

Managers must develop an enterprise-wide concept that the management accounting system should be constantly evolving, improving and modernizing itself. This allows management to keep the enterprise competitive and to adapt to the ever-changing business environment.

Analyze and results

To optimize the system of management accounting in the enterprise, there should be a prospective plan for its improvement. This will keep the management accounting system to a certain extent and minimize the cost of maintaining it. In order to maintain such a level, management must take into account not only the internal functions of the enterprise, but also the external environment - "benchmarking" [1].

Benchmarking allows the company to monitor the changes and state of the competition, showing its strengths and weaknesses. As a result, based on the information obtained, it will provide the necessary level of competitiveness of the enterprise in the network.

An important task of the management accounting system is to show and provide directions for improving the efficiency of the enterprise. In order to increase the efficiency of the enterprise, it is necessary to develop a system of indicators that fully and efficiently reflects this efficiency. Most importantly, performance should be comparable to those of other businesses operating in the sector.

This is because other businesses are directly competitors to the benchmarking enterprise, or they serve as a benchmark for imitation. To cope with the effects of competition and crises, the enterprise must have good technology in the industry, the basics of scientific development of production organization, management technology, and the ability to meet the specific needs of customers.

A comprehensive comparison of the financial and economic performance of an enterprise is called "benchmarking." This is a relatively new concept not only for practitioners, but also for theorists, who are financially and managerial. This notion is derived from mining. They began to use this concept to determine the amount of work done, based on certain points of computation.

In our opinion, benchmarking can also be considered as a method of comparative analysis of the performance of enterprises based on a system of interconnected indicators in our practice.

Comparative analysis - benchmarking - or enterprise financial performance analysis allows the company to compare, evaluate and evaluate its strengths and weaknesses in relation to its competitors and, hence, find its market place (both real and potential) [3]. This method of analysis helps an enterprise to identify its true and latent competitors and to find potential partners who can and will be involved in manufacturing cooperation.

The results of the research show that any enterprise can practically "become benchmarking" any of its activities. To do this, a comparative study will be undertaken to study and summarize the performance of businesses that have a high rating and image. Specifically:

- What are the factors that have led to the company's financial success? These may include the following areas: level of waste and brakes; level of storage of resources; incomplete volume of production; Cost of sales and sales of products per employee; a set of indicators describing conditions of capital attraction to the enterprise, etc.
- What are the key factors that enable the company to build strong relationships with customers? These may include the following areas: continuity of products and their cost; production cycle time; uninterrupted delivery of products; respond to customer demand and etc.

The results of research show that enterprises should start "benchmarking" in the first place, where costs exceed the established level, or in the case of excess costs.

However, the enterprise needs to implement a reliable and effective system for measuring the network under analysis before doing so. Benchmarking is not just a data collection tool. Benchmarking compares enterprise data with network data or data from key competitors. Accordingly, the data being studied should be presented with a view to the future.

The involvement of some employees in the enterprise on a regular basis contributes to the qualitative organization and maintenance of this process [4]. Benchmarking makes a significant contribution to executives in implementing their strategic plans. It provides executives with a comparative view of their work, on the other hand, with the opportunity to see other work methods [2] and internal reserves.

Based on the various tasks that Benchmarking faces, the following types of activities can be distinguished for the practice of domestic enterprises:

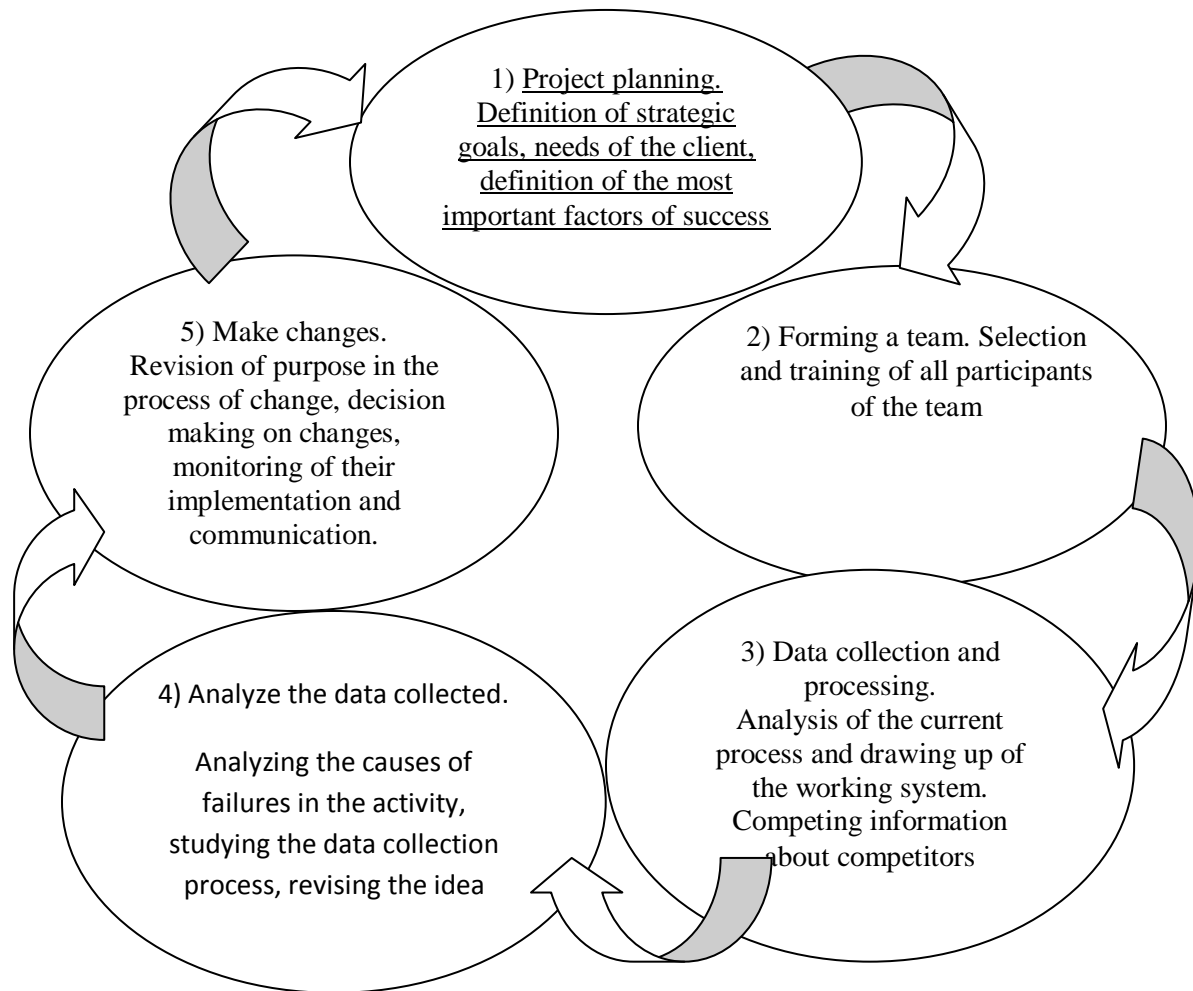
- internal benchmarking, comparing the practices and activities of similar departments within the same enterprise. In addition, such research allows for continuous comparison of the practices and activities of similar departments;
- Competitive benchmarking that compares the business practices and activities of the enterprise with those of its competitors. In practice, this has to be done on a regular basis as it is an essential component of your business strategy;

- “benchmarking” of networks, in which the role and importance of the enterprise are evaluated by functional area within the network in which it operates or within several industries. In this case, it will be possible to compare the measures taken to improve the efficiency of the enterprise with that of the industry or similar businesses.

Based on the results of the research and the conclusions of the study, the objectives of Benchmarking can be summarized as follows:

- Determining the level of competition and identifying the weaknesses;
- Permanently breaking into the minds of enterprise managers the need for change and improvement;
- accumulation of experience on how to achieve major successes in key business processes;
- Identifying "best of the similarities" based on practice;
- development of creative and inequalities in the organization and management of key business processes;
- assistance in the development of goals that are beyond the scope of operational planning that are higher than the current objectives;
- Development of new methods and reserves to improve the quality, level of service and further efficiency of the enterprise.

Based on the above considerations, we sought to develop a general procedure for Benchmarking implementation at the enterprise (Figure 4).



When the cycle reaches its end ($1 < 5$) the process begins again.

Figure 4. Process of "benchmarking" at the enterprise

It is desirable that at the management level, the responsibilities of each employee and the acceptance of the staff at the command line are resolved. In addition, all stakeholders should be explained the objectives, plans and metadata of "benchmarking".

The benchmarking methodology is based on the specifics of the benchmarking process. At the enterprise level, this requires identifying the following two aspects of the comparison between the enterprise and its like:

- Identify the similarities that can be compared with the enterprise;
- selection and use of comparable parameters and indicators.

The first aspect answers the question "With whom?" And the second one answers the question "What is the comparison?" The "benchmarking" areas mentioned above are the ultimate goal, as they need to provide the CEO with critical information for making strategic decisions. In addition, it is able to

clearly indicate to the management the issues of improving the business of the enterprise and, ultimately, increasing the value of the enterprise for its shareholders.

A direct comparison of an enterprise with similar or close business activities with the following parameters will be clear and effective: production capacity, product range, similarity of technological processes, and so on. In fact, many businesses are significantly different from their analogues.

The results of the research and the available scientific literature in this area show that a direct model of the company should be used to make a direct comparison of the enterprise with its analogues. The idea of the SM is to create a vertical resemblance to the company by imagining (borrowing) similar products and business processes.

Business process "borrowing" is obtained from existing enterprises with a specific type of production or the volume of production. When designing a synthetic model, a general type of product is considered, which cannot be further divided into groups, for example: one type of product with certain quality parameters. It should be understood that the technology and basic business processes for the production of these goods are the same in all businesses. Product grouping on the basis of general groups allows for "benchmarking" of the enterprise by product nomenclature.

Businesses use the "benchmarking" methodology to achieve the following objectives: survive in extreme competition and compete with competitors; to ensure continuous and continuous growth of labor productivity at the enterprise.

These goals encourage the enterprise to use resources efficiently, to ensure continuous improvement in the quality of its products, and to be more environmentally friendly.

"Benchmarking" at enterprises provides continuous optimization of production capacities.

In general, benchmarking has a number of important advantages from a number of other statistical and analytical methods: it allows companies to introduce a more advanced production cost accounting system, and to organize and maintain costs through their centers of responsibility and profit centers. .

Research shows that "benchmarking" is very effective in defining development strategies. This is because it allows the enterprise to express its goals in concrete data and indicators that can be calculated. Benchmarking clearly and clearly demonstrates how an algorithm can be achieved, within the scope of the enterprise's internal capabilities, with a specific goal, and the fixed levels of certain indicators.

The Benchmarking methodology allows you to take into account common issues that are relevant to most businesses that are not considered, that is, not measurable but very important. For example, the problem of considering that financial resources at all enterprises do not fall short of capital investment or working capital.

We believe that indicators should be grouped according to a number of factors and their specifics, as well as whether they can be considered and measured. For example, the effects are very strong and quantitatively accounted for - the first category, the second, third, etc.

The results of the research show that it is expedient to use "benchmarking" at enterprises, not for the complete change of all types of products, but for the detailed improvement of one type of product.

In our opinion, the importance of "benchmarking" in enterprise management is determined by the ability to use its implications for effective management decisions on specific issues. It is important to note that the goal of "benchmarking" at each enterprise should be clearly defined, and specific plans and documents should be developed in the process of developing this program. Only in this case, it will be possible to carry out specific control measures based on the goals set.

In other words, the effectiveness and efficiency of "benchmarking" is determined by the level of use of the conclusions drawn from its management across the entire management system and its specific areas.

Thus, the use of benchmarking and its elements will undoubtedly play a positive role in the establishment and operation of the management accounting system, and will help the enterprise to improve its accounting systems and strengthen its competitive position in the market economy. This can be achieved by incorporating the management accounting system into consideration not only the internal environment and performance of the enterprise, but also the critical elements of external factors. This measure will help the enterprise reduce the risks associated with the external competitive environment and increase its sustainability, both operational and strategic.

Improving the performance of management accounting systems should, first of all, assist in the solution of problems that arise in the practice of management accounting, which in turn may hinder the effectiveness of the whole enterprise.

In our opinion, based on this conclusion, it is necessary to improve the evaluation of the effectiveness of the management accounting system, starting with the identification of major problems and their elimination.

Another disadvantage of the organizational structure of the enterprises is the duplication of functions by a number of departments.

Хусусан, харажатлар ва киримлар ҳисоби ва назоратини ташкил қилиш ва юритиш қисмида, ишлаб чиқарилган тайёр маҳсулот, хом ашё ва материаллар захираси, тугалланмаган ишлаб чиқаришни оператив баҳолаш ва назорат қилишда, мавжуд бўлинмалар томонидан бир-бирини такрорлаш ҳолатлари яққол кузатилади.

In addition, existing data transmission channels in some businesses do not always provide accuracy and efficiency. This results in duplication of information channels and sources. Managers do not always use standard forms and well-defined analytical procedures to analyze the information received; The methods of analyzing information do not always meet the needs of users.

CONCLUSION/RECOMMENDATIONS

In our opinion, the existing shortcomings in organizational structures of enterprise management can be summarized as follows:

- a high level of managerial decision-making, that is, the CEO and several of his deputies, most often at the level of commercial director;
- poor transfer of responsibility to senior managers to mid-level managers;

- unjustified distribution of a number of planning and control functions between services, departments and separate structural units;
- duplication of functions of a number of units.

Effective management accounting is directly linked to the extent to which management audits are organized. It should be noted that some scholars who have done research on management audits have acknowledged only a few of them and have almost neglected the main tasks. In particular, V. Burtsev, who has conducted research on direct management audits, says that he performs and controls the business planning functions of the enterprise.

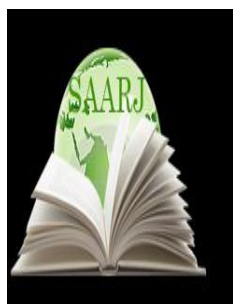
In the opinion of this scientist, we believe that the scope of application of management audit in the enterprise should be expanded due to coverage of analytical units, organizational structure of management, personnel management and all other aspects of the enterprise. This approach is due to the need to cover all aspects of the enterprise through management audits. Because if any aspect falls within the scope of the audit, it will not allow for a holistic view of the financial position of the enterprise, making effective decisions difficult. It should be noted that at present, significant management methods have been developed for the aforementioned management audits, including the personnel management audit methodology.

However, effective operation of an enterprise requires not only some aspects of its operation, but also comprehensive control and control of accounting and analytical systems, internal enterprise control and so on.

Therefore, it is necessary to envisage the implementation of comprehensive management improvement measures. The peculiarity of internal audit in the management accounting system as a new branch of economic knowledge in the Republic and its versatility requires the use of non-traditional methods. These include system diagnostics and decomposition.

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CAUSES AFFECTING PARENTAL INVOLVEMENT IN THE SCHOOLING OF CHILDREN

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ABSTRACT

Parental involvement (PI) in the education of children is not a recent phenomenon. PI has become an established feature of education policies across the developed world. The study set to establish factors that may make parents choose not to participate in education process or unable to become more involved. The study was grounded in Epstein's overlapping spheres of influence theory. A qualitative case study was employed. Purposive sampling was used to select (4) schools and (40) participants in Alefadistrict, Central Gondar Zone, Ethiopia. Findings revealed that the economic status and level of education of parents have a significant effect on children's education. It also emerged that parents are more likely to be involved when teachers' perceptions about role of parents are positive. The study established that PI is also influenced by age of children. The study recommends that parents be helped to appreciate the benefits of parental involvement in the learning of their children. Workshops should be established to develop the relationship between parents and their children.

KEYWORDS: Parent, Education, Parental Involvement, School, Community.

INTRODUCTION

Parents, who have been considered as one of the stakeholders of the school community, play tremendous roles in children's education. Among the many tenets of the educational reform efforts is the idea that (PI) is an essential element in children's academic achievement and social adjustment (Jeynes, 2012).

Parental involvement according to Miksic (2015) can be broadly defined as the ways in which parents support their children's education in word and deed. Parents can be involved in the school setting or at home. Prominent aspects of PI at home include discussion of school activities, parental aspirations and expectations, checking homework, parenting style, home roles and supervision. At school prominent aspects of PI include contacting school personnel, attending parents, teacher organizations (PTO), and volunteering at school (Shote, Hansen, Underwood and Razzoole, 2011 as well as Dearing, McCartney and Weiss, 2006).

Student achievement is most commonly defined by report cards and grades, enrolment in advanced classes, attendance and staying in school, and improved behaviour (Henderson and Mapp, 2002). Research has shown that there is correlation between PI and academic achievement. Sheldon and Epstein (2005) conducted a study to determine if a correlation existed between PI and children's performance on Mathematics achievement tests in 18 schools in Ohio, Maryland, Wisconsin, Minnesota, Michigan, Kansas and California. They established that learning-at-home-activities linked consistently with improvement on Math's achievement tests. Children who worked with their parents at home on Mathematics homework achieved better Mathematics grades (Bartel, 2010).

Schools are developing programs aimed at reaching out to parents in hopes of improving the relationship that exists between school and families of learners. Parents are already involved as primary teachers of their children as soon as they are born, and it makes sense to continue involving them in the formal education of their children (Liu and Liu, 2000). They are the children's first teachers and have a life-long influence on children's values and aspirations. In the United States of America evidence of PI in education exists both at home and within the school. According to Echaune, Ndiku and Sang (2015) The No Child Left Behind Act of 2001 recognizes parents' involvement and empowerment in determining the quality of teaching and learning processes in schools.

Echaune et al (2015) assert that in most African countries such as Uganda, South Africa, and Ethiopia policies that support PI are also noted. According to these authors in Ethiopia the Basic Education Act of was enacted requiring school Boards of Management to assess school needs with full participation of parents. Nyarko (2011) investigated the effects of PI in schools on academic performance in Ghana and the results revealed a positive significance correlation between PI and academic achievement.

In Zimbabwe Chindanya (2011) carried out a study on PI in primary schools of Zaka district and the results revealed its many benefits. Some of the benefits of PI raised included promotion of pupils' motivation, teacher motivation, improved school attendance and good behaviour.

The idea that PI engenders student academic achievement is appealing to the point that society in general and educators in particular have considered PI an important ingredient for the remedy of many ills in education today. There are however some factors that constrain parents' ability to become actively in their children's education. It is crucial to uncover factors contributing to the gaps in educational achievement for all children.

STATEMENT OF THE PROBLEM

Some parents are not taking an involved approach to their children's education. They are not in regular contact with their children's teachers. This study set to investigate the factors that hinder parents' active involvement in their children's education.

RESEARCH QUESTION

The following research question gave direction and provided continued focus during the study:
What are the factors affecting parents' involvement in the education of their children.

THEORETICAL FRAMEWORK

This study was guided by Epstein's overlapping spheres of Influence Model. The most commonly accepted contemporary framework for viewing PI was inspired by the ecological model of Bronfenbrenner 1979. The theory of overlapping spheres encompasses part of Bronfenbrenner's ecological systems model (Harris, 2014 and Kavanagh, 2013). Epstein developed a model which describes the overlapping spheres of influence on the developing child representing family; school and community with the child at the center (refer to Figure 1).

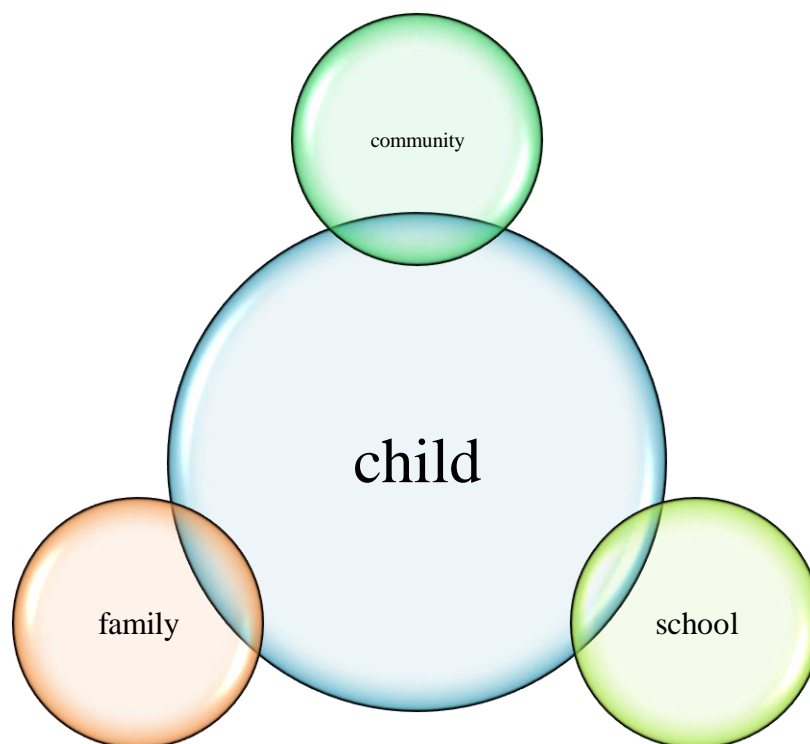


Figure 1: Epstein's Overlapping Spheres of Influence Source (Epstein, 2001)

The circles represent the influence of the family, school and community. The common element that all circles share is the child who is the primary link between each arena. The overlapping spheres of influence model recognizes that there are some activities that families, schools and community conduct separately and that there are others they conduct jointly to influence the growth and learning of the child (Epstein, 2001). The mutual supportive efforts of the three spheres produce the greatest and most positive effects on child development. When teachers make parents part of their regular teaching practice they create greater overlap and when parents increase their involvement in children's school work they also create greater overlap.

Thus, as said by Harris (2014) the theory provides a general framework from which to understand PI. Schools, families and community must cooperate in order to have the greatest impact on the children for which they share responsibility.

METHODOLOGY

This section deals with the following issues: research approach, design, sampling, data collection, data analysis, trustworthiness and ethical considerations. As the purpose of the study was to explore a phenomenon by gathering first-hand information as perceived by participants a qualitative case study design was employed. The qualitative approach as echoed by Magwa and Magwa (2015) is concerned with understanding social phenomena from participants. The study focused on understanding factors that affect PI in children's school work.

The target population of the study comprised teachers, parents and learners. In qualitative research as contended by Hancock, Windridge and Ockleford (2007) the sample size is typically small. Given this view on sample size purposive sampling was used to select 8 parents, 12 learners and 20 teachers. The aim of purposive sampling is to select participants who are knowledgeable with regard to phenomenon under investigation (Magwa and Magwa, 2015)

A mixture of data collection methods namely interviews and questionnaires were adopted to obtain meaningful, accurate rich data. A pilot study to improve the quality of the instruments and enhance validity of the study was undertaken prior to main data collection.

Data was analyzed using thematic content analysis (Marvasti, 2004). Relevant themes, categories and sub-categories were generalized from the data to allow presentation, synthesis and discussion of results. Reporting of data took the form of thick descriptions and verbatim quotations

Trustworthiness of Research Findings

Qualitative research addresses issues of trustworthiness such as credibility, dependability, conformability and transferability (Shank, 2006 and Trochim, 2006). To ensure credibility the researchers spent a long time in the field conducting interviews and distributing questionnaires in order to gain their perspectives on factors affecting PI. Triangulation was used to ensure dependability. Conformability that is the degree to which results of research can be confirmed by others was obtained by ensuring the findings are the result of the experiences and ideas of participants rather than preferences of the researchers.

Ethical considerations were met through seeking consent from participants, employing principles of anonymity. Keeping identity of participants confidential offered privacy to the participants (Magwa and Magwa, 2015). Pseudo names were used to protect identity of participants

FINDINGS AND DISCUSSION

There are factors that constrain parents' ability to become actively involved in their children's school work. Three factors namely parent-related, school- related and child- related factors were established by the study.

Parent-related Factors

The study established that a number of factors leading to lack of PI in education were parent-related factors. One of the parent related factor noted by the study was parents' socio economic

status which include parents' level of education, occupation status and income. With low levels of literacy parents were said to lack the knowledge and skills needed to help their children with school work. On the other hand, it was said that parents who are educated are more likely to be involved in their children's work than illiterate parents. The excerpt below from one teacher is a clear indication that levels of parents literacy affect PI:

If parents have low education they have challenges in assisting their children with school work. Such parents even when they attend some school activities they are hesitant to take part in decision making because they feel they have nothing valuable to offer. Parents who are well educated communicate high academic aspirations for their children.

These findings are in line with literature that asserts that level of education parents have achieved determines if parents will be actively involved in children's work (Donoghue, 2014) Parents with low self-efficacy are more likely to avoid contact with schools (Berck, 2010). They may be less involved because they do not feel self-confident to contact school staff. Lee and Bowen (2006) in their study found that parents with higher college degree have more attendance in the meetings organized at school, talk more about educational issues. Parents are more involved in their children's work because they know the learning requirements and can set high expectations for their children

An overwhelming majority of participants expressed the view that parent's occupation status and income have a bearing on PI in children's school work. It was said that high socioeconomic status parents are more involved in their children's school work than parents from low socioeconomic status.

The fact that parents' socio-economic status influences PI was also noted by Hornby (2011). Hornby states that parents from poor socio backgrounds are less involved, less informed as well as more likely to have problems associated with language, transport, communication and child care. The words of one teacher reflect the sentiments of most of the participants:

Parents who belong to high socio-economic backgrounds are more involved in their children's work because they can provide for learning materials as compared to parents from low economic status. Parents with lower incomes often work long hours such that they have less time to get involved in their children's work.

Thus as echoed by Donoghue (2014) in terms of time work, conflicts seem to pose a greater barrier for less affluent families than more affluent. Low socio-economic affects effective PI.

School-related Factors

This study also found that the school plays a role in determining parental involvement in the education of children. Parents, teachers and learners were of the view that parents' decisions to become involved in their children's education are influenced by school. The attitudes of teachers were a school- related factor noted by the study. The teachers' attitudes especially to poor parents may send messages that they have nothing of educational value to give to their children as voiced by one parent:

Some teachers think that parents take a limited role in the education of their children. They are less professional thus they do not treat them as equal partners in the educational process.

Literature asserts that parents get involved if they comprehend that teachers expect them to get involved (Hornby and Lafaele, 2011; Deal and Peterson 2009). Teachers need to take into account the way they relate to their learners' parents, and address the attitudes that hinder the success of parental involvement in schools. Parents may feel school staff does not trust them or that there is a judgmental attitude towards them by staff (Griffin and Galassi, 2010).

It was also established that ineffective communication between school and home leads to poor PI. If parents are not informed about their involvement and school's expectations for them they cannot effectively participate in school activities. Concurring with afore mentioned Gorman (2004) suggests that the school open channels for effective communication with parents during meetings and visits. Parents are likely to feel better parents if they are given necessary support in an inviting environment. They will be comfortable, free and willing to share the necessary information with teachers.

The manner in which schools communicate with parents is extremely important since the efforts of improving PI cannot succeed without effective communication with parent community (Deal and Peterson, 2000). In addition, it was found that ineffective communication may complicate the ability of parents to be involved. Many parents want to become involved but lack the open communication lines required from school or are not encouraged.

Student Related Factors

Another concern that affects effective involvement of parents as noted by the participants is the students themselves. It was said that some students especially at high school level resist parental involvement. The following quotation portrays the feelings of most participants with regard to this concern:

Some high school students feel that parents do not have the knowledge to assist them with school work. Others also especially from low socio-economic backgrounds feel ashamed of their parents' poverty. These students can deliberately fail to inform their parents of events in the school where parents are to participate.

In agreement with the above findings Hornby and Lafaele (2010) assert that age of children determines the involvement of parents in the education process. As children approach middle and high school they feel that some of the responsibility such as homework should shift from parents to themselves. Additionally, Griffin and Galassi, (2010) point out that some students feel that their parents lack the knowledge and skills utilised by school staff. They doubt the abilities of parents. They are less kin about parents' involvement in their education. Thus students as echoed by Donoghue (2011) also contribute to parents not getting involved in children's work.

CONCLUSION

Parental involvement is a complex array of behaviors, attitudes and activities that occur both within school setting but mainly in the home. The strength of PI enables children to achieve academically. PI is thought to be a powerful predictor of academic grades and aspirations for the future (Holcomb-McCoy, 2010). The higher the educational level of parents and the economic status the higher the level of PI. Schools can pose serious handicaps to PI in children's education. Parents are more likely to be involved when they feel that they are welcomed by the teacher and that their views are of value. It is widely acknowledged that PI decreases as children grow older. PI is greater for younger children partly because younger children are more positive

about their parents going into school. The home, child and school form a trio that creates a special climate that is desirable for effective education (Maphanga, 2006).

RECOMMENDATIONS

- Teachers need to shift their mind-sets with regard to how best they can involve parents in school activities and also need to change their attitudes towards parental involvement.
- Workshops should be established to develop the relationship between parents and their children.
- As partners in education parents must be empowered and acknowledged as equal partners and also as people with certain expertise and important skills.
- There is need for schools to ensure that necessary measures are taken to ensure that parents are encouraged to take part in educating their children and developing their literacy skills.

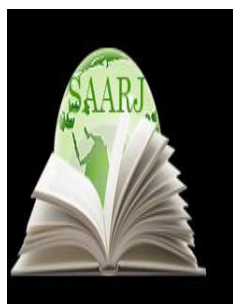
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ENGLISH IN BANGLADESH: A POST-COLONIAL SOCIOLINGUISTIC OBSERVATION

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ABSTRACT

This paper outlines the principal reason of the highest emergence of English language in Bangladesh with many recent sociolinguistic views critically. It also endeavors to draw the impact of English as international language on native language and culture. Some findings and proposal are illustrated based on the global history and politics of language. The relation between language and socio-cultural existence has got priority in this observation. Hopefully the paper will help people think English in a different look in socio-cultural and political life in post-colonial countries. This paper would be conducive to make future language policy of post-colonial countries. How language determines cultural and linguistic hegemony is notified vividly. Some suggestions for English language teachers in post-colonial countries including Bangladesh based on the recent sociolinguistics views on linguistics imperialism are proposed.

KEYWORDS: *Prospero Complex, Caliban Complex, Grassroots Theory, Exploitation Theory, Linguistic Imperialism, Linguicism, Linguistic Chauvinism, Linguistic Human Rights, Para-Diglossia.*

INTRODUCTION:

Language is one of the most unique and powerful endowments to human beings. It is not only a medium of communication but also a way of life and thinking. It determines the way a people look the world too. It bears the socio-cultural identity and experiences, knowledge and beliefs of an individual community. Due to the British colonial expansion, English language has occupied an important linguistic position in post-colonial countries. In sociolinguistics perspective, the spread of English in non-native countries is explained and criticized in different point of views. The impacts of emergence of English are also heightened because language is closely associated with human culture, views, identity and thinking. Sometimes, it is often called language

determines our thinking and views to the world (Sapir Whorf hypothesis). Though there are many controversial issues too about it.

PROSPERO COMPLEX:

In William Shakespeare's famous play, *The Tempest* (1610), Prospero is the protagonist of the play. He was the Duke of Milan who was forced to live in a desolate island with his daughter Miranda. He lived in the Island in twelve year. He owned magical powers. Here, he found a local boy named Caliban. He made Caliban his servant and taught him (Caliban) his language. Miranda was the daughter of Prospero. She did not see any other human without her father earlier. They misunderstood claiming that Caliban tried to rape her. They thought the Caliban was antagonistic towards Prospero as they ruled him after capturing it from him. So, Prospero illustrated Caliban as a malevolence character man erroneously. Interestingly, Shakespeare wrote this play in the region of Queen Elizabeth when British started to discover new lands everyday including India and America, besides they started to march on colonization. It is thought that Shakespeare was very much aware and far-sighted about the feature of colonization and thus he drew the attribute of political and linguistic imperialism in this play with an objective view.

Here, readers find that Prospero was the colonizer in the island. He tried to impose his language to the native. Besides, Caliban is the colonized who was oppressed by the linguistic and cultural imperialism by Prospero. The Term '*Prospero Complex*' was the coined by D.O Mannoni in his '*Prospero and Caliban: The Psychology of Colonization*' published in 1964. He drew the views and perception of colonizer towards the native speakers of colonized countries psychologically and culturally. As Prospero always thought that Caliban was uncultured and wild like his language, colonizers always think that native people are savage. Prospero was scared that Caliban might rape his daughter. The negative and mean attitude of colonizers towards the colonized people and their culture are entitled as Prospero Complex. It leads them strongly to dominate native people linguistically and culturally. For example, we can cite the famous noble of Daniel Defoe named '*Robinson Crusoe*'. Here Robinson took shelter in an island and started to colonize over the land people. He found a native man whom began to teach English the first word he taught was '*master*'. By linguistic imperialism, colonizers bear the dream to be a master of native people culturally, economically and politically. Before, learning the language of colonizer, they consider natives as savage; this view can be entitled *Prospero Complex*. The rapid spread of English after British colonization is often regarded as the consequence of *Prospero Complex*.

The English Education Act was a legislative Act of the council of India is 1835 giving effect to a decision in 1835 by William Bentinck, 4th Duke of Portland, the then Governor General of British India to reallocate funds the East India Company was required by the British parliament to spend on education and literature in India (Wikipedia). It made the people of India learn English as a medium of education. The people of Bangladesh were also under this ordinance. The medium of education in British colonial period was in English. McLeay asserted the reason to make ordinance English as a medium of education stating, '*Whether we look at the intrinsic value of our literature or at the particular situation of their country we shall see the strongest reason to think that, of all foreign tongue is the most useful to our native subjects.*' (McLeay)

Though there were a lot of debates about learning English of a medium of education in British colonial period. In Bangladesh in the period of Pakistan Government, English was the Lingua

Franca to communicate within the east and West Pakistan as they both belong to different mother tongue Bengali and Urdu. After independence, English Became a compulsory subject in education both Bengali medium including now in Madrasa education too. According to the report of English in Action, most sectors in Bangladesh require some degree of English in banking; It retails sectors demanding the most English speakers. 20% of companies require a basic level of English. 38% require intermediate level of English and a basic 38% require general knowledge of English. At present in Bangladesh, English is presented and involved as a major subject in our curriculum. Like other colonized countries, the people or learners who can speak well are considered highly educated though they don't belong to any unique intellectually and knowledge. The people who belong to intellectuality and unique knowledge but having no acquisition of English are considered inferior. So English appears always with a domain face in schooling in Bangladesh like other countries of Indian sub-continent. To evaluate people based on their language, not on their intellectuality, is associated to *Prospero Complex*. That's why Fishman (1989) asserted this, '*Education is a socializing institution and must never be examined without concentrating on the social processes that it serves and the social pressure to which it responds*'.

CALIBAN COMPLEX:

'*Caliban Complex*' is also called dependency complex. It deals with the inferiority complex of the colonized people. It makes a limitation psychologically inside the colonized people. In '*The Tempest*', Shakespeare portrayed the dilemma and complexity of Caliban vividly. The Dependency Complex of colonized people leads the way to spread English over aboriginal people. In *The Tempest* by William Shakespeare, Prospero tried to make Caliban dependent to him by his magic. Making dependence helps colonizer to colonize native people. In the contexts of Bangladesh, People got independence politically, but they did not come out of Dependency Complex. People of Bangladesh have established an idea that without the language of dominating country, they cannot cope with development and advancement. As a result, they give little attention to enrich their aboriginal language. Post- modern theorist and critic Frantz Fanon wrote excellently. '*Every colonized people in other words, every people in whose soul an inferiority complex has been created by the death and buried its local cultural originality – finds itself face to face with the language of the civilizing nation; that is with the culture of the mother country*'. It is notified that Bangladesh People often feel inferiority complex for their native Bengali language this trend will make a permanent dependence on speaker's Bengali language.

English language teaching in Bangladesh is not a new phenomenon. English has been practiced as a contact language for international and intra –national communication. It paved the way Indian sub-continent to accept and adopt English as the medium of education. Mahatma Gandhi (1869-1948) asserted in colonial period that offering knowledge of English to millions of people in the Indian sub- continent will just enslaved them. Gandhi, logically, protested. '*The medium of a foreign language thorough which higher education has been imparted in India has caused incalculable intellectual and moral injury to the nation*'. Gandhi predicated that Indian people might be enslaved politically and cultural by learning English language because ;language is not only a medium of communication but also a medium of thinking and viewing the world.

The term '*English as a Lingua Franca*' appears as an element to make empire to many cities. In Bangladesh like many others countries of Indian sub-continent, English is grandly learned by the

name of Lingua Franca. Edward Said was a professor of literature at Columbia University, a public intellectual, and a founder of the academic field of postcolonial studies criticizing, *'The lingua Franca for metropolitan Britain: global Comprehensive and with so vats a social author as to be accessible to anyone speaking to and about the nation. This Lingua Franca locates England at the focal point of a world also resided over by its power, illuminated by its ideas and culture, kept productive by the attitudes of its moral teachers, artist, legislators (Culture and Imperialism)*. This term is making Euro-centric views of the entire world by the expansion of English. In 1992, a prominent sociolinguist published a book titling Linguistic Imperialism from Oxford University Press (OUP) where he launched the term LINGUISTIC IMPERIALISM to break the ice of considering English as lingua franca and the impacts of it in colonial and minor language community linguistically and socially. Phillips on also bravely and broadly drew the picture of domination and attitude of imported language speaker and community by the several the international. He illustrated the crucial mission of dominating countries to make a wide range and depth of their language to the different corners of the world. He linked the relation within the spread of English and the benefits of English speaking countries politically, culturally and economically if English becomes a lingua franc permanently.

GRASSROOTS THEORY:

In 1996, Fishman, Conrod and Rubal-Lopez jointly published a book of essays, named “ *Post-imperial English*” where Fishman mainly installed theory called “GRASSROOTS THEORY” to explain the reason of wildfire spreading of English in post colonial countries including Bangladesh, India, Africa etc. He Introduces the reasons of spreading English by world political, Cultural and economic fields. The theory asserts the reason of spreading English is just for maintaining a lingua franca and to be connected with globalizing, modernization and progressive advancement in the present world, According to the Oxford Handbook. Of Sociolinguistics (2013) by Robert Beyley, Richard Cameron and Seil Laucs, *'The main argument of the Grassroots Theory is that the spread of English in the world today is not the product of British and American conspiracy'*. Grassroots theory makes the legitimacy of using English by the excuse of internationalism and globalization. In Bangladesh, people learn English from the British period to present day to change their lot. English has ensured their economic solvency by learning English. Dr. Human Azad (1998) wrote the reason of speeding English in Bangladesh in British period, *'Bengali people did not learn English due to the divulgence of the estheticism of English literature; they rather learn English by the sake of their bread and butter. Before the Palashi War, some advanced Bengali people had learnt English and thus they made business collaboration with English as well as earning a lot of silver coin'*. This is the implication of grassroots theory of the expansion of English language in Bangladesh as well as other post-colonial countries.

EXPLOITATION THEORY:

EXPLOITATION THEORY is another perception about the spreading of English language in the entire world especially the post colonial countries. EXPLOITATION THEORY claims that English is imposed in all over the world by the colonial masters for their own benefit ecumenically, culturally and politically in deep. So it imposed to make the colonized people enslave. Kandiah (2001) opined that when colonizer imposed their language to the native people. It makes a tense among the aboriginal people of the particular land. These are as a) colonized

people need to learn English to be globalised and modernized as well as international communication continuum, b) they face a threat and confusion to be detached from their identity and ethnicity as imported language is always powerful politically and economically in consequence; linguistic and cultural imperialism will be naturally appeared cities often make satire ELT (English language Teaching) practitioners of local countries, “*Army of Language missionaries.*”

LINGUISTIC IMPERIALISM is very much closely associated with exploitation theory of spreading English. Linguistic imperialism stands for a dominant nation's practice of transferring its culture, social, political and even economical feature and ideologies by transferring its language to other nations. ‘*The spread of English is the result of a deliberate imperialist policy (Robert Phillipson, 1992).*’ Linguistic imperialism is an exact phenomenon. It is very much predicted that the language of less powerful nation. Historically it is highly noticed from the ancient period to till now. In first to fourth century, Latin dominated over Roman Empire because they were politically, economical powerful in all over the Europe.

The idea of diglossia was coined by Ferguson (1959). It describes a situation where two language or language varieties happen side by side in a community, and each has a clear variety of functions. Diglossia in sociolinguistics is a term used to mean a speech community who speaks a language with prestigious (H-variety) and another language in less prestigious function (L-variety). When a powerful nation makes colonization or domination politically, diglossic situation often happen. An overlapping and exaggeration in the practice of English Language teaching in Bangladesh might be predicted as to turn a diglossic situation. Diglossia is differed as function distinction of more than one language within a speech community. A present distinction of language in Bangladesh is noticed. Young adults use frequently English. English is public communication and media making functional distinction of language. English appears to them as a prestigious term-beside native language is considered less prestigious to them. It is noticed that from the very beginning to present day. English speaker in social function in Bengali have got supreme prestige and position in society. For example, we can mention the statement of Seventh Sastri who was a scholars, religious reformer, educator, writer and historian. He cited the position of Bengali people, who could speak English in British period, ‘*As they could speak and write English ungrammatically and without proper structure, they got highest prestige and power in the society of Kolkata. They demonstrated their glory with colorful dress and shoes. People looked at them with tribute.*’. At present day the social situation in Bangladesh looked same. People feel proud to perform English in public place mentally. Sunil Gangopadhyay, Indian Bengali poet and novelist, depicted the diglossic situation of Bengali sadly, ‘*At present I notice strangely many Bengali people feel inferiority complex within Bengali language and culture. They disregard Bengali badly. We do not speak Bengali every situation and place. We feel proud of if our Children do not learn Bengali language (A-mari-bangla-bhasha).*’ This observation predicated that perhaps Bangladesh is marching on a diglossic situation pragmatically. The trend of diglossia in Bangladesh can be entitled as PARA-DIGLOSSIA. It is also a major reason for the rapid emergence of English language in social function in Bangladesh.

In post-colonial countries including Bangladesh, many prejudices prevail in socio-culture context. LINGUISTICISM is one of the taboos existing among the colonized people. Linguicism means the belief that one language is superior to other language. The term was coined in the 1980s by linguist Tove Skutnabb-Kangas. It comes forward to evaluate people by their tongue

which is a socio-political prejudice. No land is barren culturally, politically, artistically as well as intellectually. Every native speaker has won culture, tradition, and way of life that build its civilization. Päivi Gynther stated vividly, '*Fundamentally, linguisticism is a matter of depriving people of power and influence due to their language (Beyond Systemic Discrimination. Martinus Nijhoff, 2017).*' Undoubtedly it is LINGUISTIC CHAUVINISM to claim that one civilization is superior to other. One language is superior to other, and one race is superior to other. Tove Skutnabb-Kangas made parallels between hierarchisation on the basis of racism, ethnicism and Linguicism, Linguicism is the belief or attitude; besides linguistic imperialism is the action of domination language on dominated language. Discrimination based on race, gender or language is regarded as the violation of human rights. No language speaker can consider other language speaker less prestigious than them. There are two sorts of Linguicism; they are intra-linguicism (within the variety of same language) and inter-linguicism within two or more different languages). Intra-linguicism prescribes that one variety is standard over another variety and thus it insults the existence of local dialects of particular language too. Local varieties are also assets of particular language they must not be insulted or unaccepted inter-linguicism is the psychological arrogant attitude, values and hegemonic beliefs that the language of dominating country is superior to dominated country.

The moment against Linguicism is labeled as LINGUISTIC HUMAN RIGHTS. Robert Phillipson (1998) defined, '*Linguistic human rights are a set of edemas and principles that are ascribed universal validity and interlinked with democracy freedom and popular representation in the political process. Linguistic human right is marketed globally, but need to be discussing if they do not apply to the entire world's language*'. In Bangladesh, the medium of education should be assigned in native language with native variety. It is the right of every individual to get the change of education in their native language with native variety. There are many tribes in Bangladesh who have own linguistic identity; and thus written form of their education needs to be formed which will help them to fully fill their linguistic human rights. Spanish linguist, journalist and literary critic Fernando Lázaro Carreter stated, '*A natural language is the archive where the experiences knowledge and beliefs of a community are stored*'. So, if we violate the linguistic rights of tribal people, it will be a threat on their experiences, knowledge and beliefs virtually.

CONCLUSION:

In Short, the impacts of English over post colonial countries including Bangladesh are vivid by the above discussion. To get rid of linguistic imperialism as well as to uphold linguistic human rights, there are some responsibilities of post-colonized people as well as language policy makers. Every language is unique, resourceful as well as identity bearer. No language is superior or inferior to another language. We have to keep in mind that language does not make knowledge. The knowledge and economic power of speaker of particular language make the language powerful. Some suggestions for the future language policy and English teaching of post-colonial countries are given herewith.

1. '*Linguistic Human Right*' should be kept in mind to sustain individual's linguistic right. Opportunities need to be given to nurture mother tongue in social and educational field.
2. Language policy makers have to think Linguicism as racialism. Language Policy name's have to think Linguicism as racialism. Language Policy and implication act must be free from Linguicism because Linguicism is a cause to Linguistic Human Right.

3. Local ELT (English Language Teaching) Practitioners need to develop their own ELT materials where local linguistic features will be reflected. This study thinks that it will help the local learner's to adopt second language successfully as a condiment.
4. Linguistic democracy is a new phenomenon in sociolinguistics that can be a panacea to be accepted in local English learning countries. It will also make democratic rights to young learner's contribute in the field of development cycle of any particular language like English.
5. ELT Practitioner should be aware of the domination of the culture of dominated countries. It is very necessary at present to develop and include the features of local culture in ELT materials.
6. Cultural hegemony should be stopped in the field of second language acquisition. ELT teacher should be concerned about their learners not to adopt the foreign cultures, customs, practices which are contradictory to local culture and national views and ideology.
7. Learners and teachers need to think that English is not learned for the native speaker's superiority but a way to their (local People) admitting equal status in global communication.
8. The history and civilization of local or indigenous people needs to be included in ELT curriculum of Post-colonial countries to demolish linguistic hegemony and in ferocity complex.
9. Local phonological features and varieties should be given prestige in intra-national and international communication. Because it is essence of sound of local people that cannot be insult and should not be uprooted at all.
10. The relation and interrelation within language and nationalism is very sensitive. Sometimes language determines identity of any particular people as well as language community. If a language community considers second language or the language of dominant people, there is a possibility to think it as diglossia. So, ELT material developers need to be concerned about exaggerated importance and appreciation of second language.
11. To make an emergence of local variety of English, free from the domination of native English speakers and agencies are must.
12. De-nationalized English is a challenge for local ELT practitioners of post-colonial countries as well as learners. To adopt this. ELT practitioners and learner should confident and sophisticated on their individual varieties.
13. To evaluate English language proficiency, post-colonized people still depend on the exam system of colonizer. This is also a fact of imperialism. Local testing system of English language in post colonial countries is need to be developed to evaluate English language proficiency test accumulating local varieties which will be free from the linguistic domination.
14. To establish local variety of English by post colonized people; publication writing and literary works are must. Literature and publication by the features of local varieties can make it established globally.
15. Unnecessary adopting and boring foreign words within the native language is a tense of language suicide. E.L.T practitioners and second language learner need to be concerned about language suicide. It is often seen that young adults unexpectedly use foreign diction with arrogance they also consider this practice as smartness or trend and fashion. Most of Bangladesh Young adults used English greeting and slang in Public Communication as a sign of smartness leaving their native tradition and manner. These types of special expressions

appear to them very lubricate and gradually be adopted replacing local expressions. In consequence, language suicide occurs in post-colonial countries.

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